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ABSTRACT

Designed to provide pre- and inservice vocational education administrators with the skills necessary to establish and/or facilitate implementation of a staff development program, this competency-based learning module consists of an introduction and three sequential learning experiences. Each learning experience contains an overview, required and optional learning activities, a self-check section, and a series of model answers for use with the self-check section. Topics covered in the first learning experience include administrator role in staff development, staff development in the community college, and procedures for developing a staff development program (needs assessment, training needs, establishing needs and plans, staff involvement, adult learning and adult education skills, selecting strategies and techniques, selecting trainers, staff development activities, program promotion, program evaluation, financial resources, facilities, and incentives). Critiquing the performances and views of administrators in given case studies is the subject of the second learning experience. The final learning experience entails providing a staff development program in an actual administrative setting. (Related competency-based vocational education administrator modules covering curriculum development, program evaluation, improving instruction, program promotion, and student recruitment and admissions are available seperately through ERIC--see note.) (SN)

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Leadership and Training Series No. 58B-12

PROVIDE A STAFF DEVELOPMENT PROGRAM

COMPETENCY-BASED VOCATIONAL EDUCATION ADMINISTRATOR MODULE SERIES

Consortium for the Development of Professional
Materials for Vocational Education

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The Ohio State University
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FOREWORD

The need for competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of vocational administrators at both the secondary and postsecondary levels. Preservice and inservice administrators need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators and by the limited availability of competency-based materials specifically designed for the preparation of vocational administrators. In response to this pressing need, the Occupational and Adult Education Branch of the U.S. Office of Education, under provisions of part C--Research of the Vocational Education Amendments of 1968, funded the National Center for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education" during the period 1975-77. That project had two major objectives:

1. To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education.
2. To develop and field test a series of prototypic competency-based instructional packages and a user's guide. One hundred sixty-six (166) high priority competencies were identified and six prototypic modules and a user's guide were developed, field tested, and revised.

While six modules had been developed, many more were needed to have competency-based materials that would address all the important competencies that had been identified and verified. In September 1978 several states joined with the National Center for Research in Vocational Education to form the Consortium for the Development of Professional Materials for Vocational Education. Those states were Illinois, Ohio, North Carolina, New York, and Pennsylvania. The first five states were joined by Florida and Texas later in the first year. The first objective of the Consortium was to develop and field test additional competency-based administrator modules of which this is one.

Several persons contributed to the successful development and field testing of this module on providing a staff development program. Audni Miller-Beach, Graduate Research Associate,

assumed the major responsibility for reviewing the literature and for preparing the actual manuscript. Special recognition goes to the two consultants who helped conceptualize the module and prepared draft materials for the manuscript: Bill G. Gooch, Associate Professor, Department of Occupational Education, Southern Illinois University, Carbondale, Illinois; and Melvin D. Miller, Associate Professor, University of Tennessee, Knoxville, Tennessee.

Acknowledgement is given to the three official reviewers who provided critiques of the module and suggestions for its improvement: Ronald L. Detrick, Director of Career Education, San Diego Unified School District, San Diego, California; James E. Fisher, Superintendent, New Plymouth District, Payette, Idaho; and D. Dee Martin, Educational Vice-President, Utah Technical College at Provo, Provo, Utah.

Credit goes to Lois G. Harrington, Program Associate, who revised the module for publication after field testing; and Robert E. Norton, Consortium Program Director, for providing program leadership and content reviews. Thanks go to James B. Hamilton, Senior Research Specialist, for his helpful assistance; and to Ferman B. Moody, Associate Director for Personnel Development, for his administrative assistance.

Appreciation is also extended to Calvin Cotrell, James Haire, George Kosbab, Patricia Lindley, Helen Lipscomb, Aaron J. Miller, Dominic Mohamed, Robert Mullen, James Parker, Dale Post, Wayne Ramp, and Kenneth Swatt for their service as state representatives, state department contacts, and field-test coordinators; and to the other teacher educators and local administrators of vocational education who used the modules and provided valuable feedback and suggestions for their improvement. Last, but certainly not least, thanks and credit are due Deborah Linehan, Consortium Program Secretary, for her patience and expert skill in processing the many words necessary to make this module a quality document.

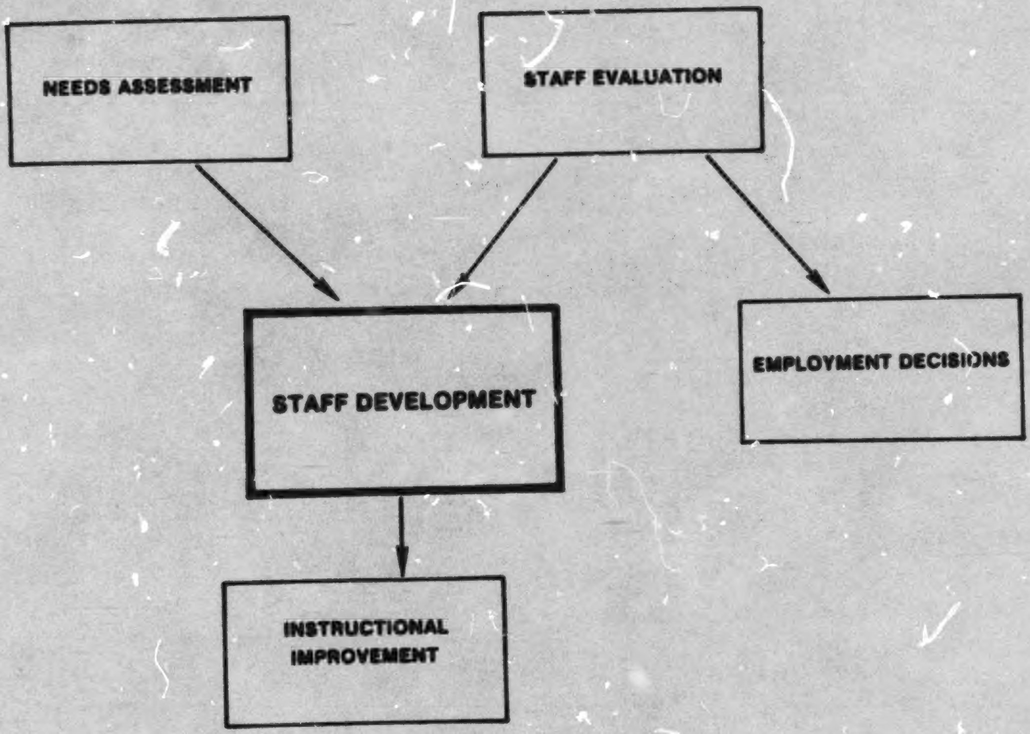
Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

INTRODUCTION

As a vocational administrator, you are responsible for ensuring that the students in your vocational programs are offered the highest caliber of instruction that is possible. Because of this responsibility, you are faced with the challenge of providing your staff members with as many worthwhile opportunities as possible for professional growth and renewal. Such professional growth opportunities should, in turn, permit your staff to more effectively meet the needs of the institution and its students.

Staff development programs, and the professional growth opportunities that they can offer, have not always been received with great enthusiasm by the staff whom they were designed to help. Too often, programs of staff development have been imposed from above without adequate regard or concern for inputs from the staff members. A well-planned and conducted staff development program will involve the maximum possible input from the instructional and support staff that it is designed to serve. This module is written with the view that staff members should have maximal input in the program planning, program implementation, and program evaluation process so as to assure its relevance to the perceived needs of staff and the institution as a whole.

As the administrator responsible for establishing and/or facilitating the implementation of a high-quality staff development program, you have several very important roles to perform. This module is designed to equip you with the knowledge and skills you need to administer an effective staff development program for those persons upon whom, to a great extent, the quality of the institution depends.


NEEDS ASSESSMENT
STAFF EVALUATION
STAFF DEVELOPMENT
EMPLOYMENT DECISIONS
INSTRUCTIONAL IMPROVEMENT

THE INSTRUCTIONAL IMPROVEMENT PROCESS

Module Structure and Use

This module contains an introduction and three sequential learning experiences. Overviews, which precede each learning experience, contain the objectives for each experience and a brief description of what the learning experience involves.

Objectives

Terminal Objective: While working in an actual administrative situation, provide a staff development program. Your performance will be assessed by your resource person using the "Administrator Performance Assessment Form," pp. 71-74. (Learning Experience III)

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the administrator's role in providing a staff development program. (Learning Experience I)
2. Given case studies describing how two administrators provided for staff development programs, critique the performance or stated views of those administrators. (Learning Experience II)

Prerequisites

The skills of assessing staff needs, evaluating staff performance, providing a staff development program, and improving instruction are closely related (see graph on p. 2). Therefore, you may wish to complete the following modules prior to, concurrent with, or after taking this module:

- Appraise the Personnel Development Needs of Vocational Teachers
- Evaluate Staff Performance
- Guide the Development and Improvement of Instruction

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references specific to your situation, and (3) to get assistance in setting up activities with peers or observations of skilled administrators.

Learning Experience I

Optional

- REFERENCE: Hammons, Jim; Smith Wallace, Terry H.; and Watts, Gordon. Staff Development in the Community College: A Handbook. Los Angeles, CA: University of California, ERIC Clearinghouse for Junior Colleges, 1978.
- REFERENCE: Dillon-Peterson, Betty, ed. Staff Development/Organization Development. Alexandria, VA: Association for Supervision and Curriculum Development, 1981.
- REFERENCE: Knowles, Malcolm. The Adult Learner: A Neglected Species. Second Edition. Houston, TX: Gulf Publishing Company, 1978.
- REFERENCE: Rogers, Everett M. Diffusion of Innovations. New York, NY: The Free Press, 1962.

Learning Experience II

No outside resources

Learning Experience III

Required

- AN ACTUAL ADMINISTRATIVE SITUATION in which, as part of your duties, you can provide a staff development program.
- A RESOURCE PERSON to assess your competency in providing a staff development program.

Selected Terms Administrator--refers to a member of the secondary or postsecondary administrative team. This generic term, except where otherwise specified, refers to the community college president, vice-president, dean, or director; or to the secondary school principal, director, or superintendent.

Board--refers to the secondary or postsecondary educational governing body. Except where otherwise specified, the term "board" is used to refer to a board of education and/or a board of trustees.

Institution--refers to a secondary or postsecondary educational agency. Except where otherwise specified, this generic term is used to refer synonymously to secondary schools, secondary vocational schools, area vocational schools, community colleges, postsecondary vocational and technical schools, and trade schools.

Resource Person--refers to the professional educator who is directly responsible for guiding and helping you plan and carry out your professional development program.

Teacher/Instructor--these terms are used interchangeably to refer to the person who is teaching or instructing students in a secondary or postsecondary educational institution.

User's Guide For information that is common to all modules, such as procedures for module use, organization of modules, and definitions of terms, you should refer to the following supporting document:

> Guide to Using Competency-Based Vocational Education Administrator Materials. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

This module addresses task statement numbers 84-90 and 124 from Robert E. Norton et al., The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977). The 166 task statements in this document, which were verified as important, form the research base for the National Center's competency-based administrator module development.

Learning Experience I

OVERVIEW

Enabling Objective

After completing the required reading, demonstrate knowledge of the administrator's role in providing a staff development program.

Activity

You will be reading the information sheet, "Providing a Staff Development Program," pp. 9-48.

Optional Activity

You may wish to read one or more of the supplementary references, Hammons, Smith Wallace, and Watts, Staff Development in the Community College: A Handbook; Dillon-Peterson, ed., Staff Development/Organization Development; Knowles, The Adult Learner: A Neglected Species, Second Edition; and/or Rogers, Diffusion of Innovations.

Optional Activity

You may wish to interview a staff development coordinator to determine what procedures he/she follows in implementing a staff development program.

continued

Activity

You will be demonstrating knowledge of the administrator's role in providing a staff development program by completing the "Self-Check," pp. 51-53.

Feedback

You will be evaluating your competency by comparing your completed "Self-Check" with the "Model Answers," pp. 55-58.

Activity For information on the need for staff development, the features of an effective staff development program, and the administrator's role in providing the staff development program, read the following information sheet.

PROVIDING A STAFF DEVELOPMENT PROGRAM

Staff development. Inservice education. Personnel development. Continuing education. Professional development. Recurrent education. Staff renewal. Regardless of the name used, the purpose of these efforts is the same: the training, upgrading, and fine tuning of staff. Since the goal of educational institutions is the training and instruction of students, the key focus of most staff development programs is on the development of instructional staff. If, however, the institution is to operate as an efficient, cohesive unit, all staff--administrative,[1] instructional, support, clerical, custodial--need to be involved. There needs to be an institutionwide commitment to staff development.

The steps in staff development are the same no matter what type of staff is being served. One must start by determining the needs of the staff. One must involve those persons. One must select appropriate and varied activities to meet those needs. And one must provide continuing assistance, assessment, feedback, and follow up.

Because of the relative importance of ensuring the professional development of instructional staff, and because of the generalizability of the steps to be followed in providing a staff development program, the focus in this information sheet will be on staff development for instructional staff. However, as you read the information provided, remember that the staff development plan should include all staff and that the guidelines provided here apply to the provision of staff development for all personnel in your institution.

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1. For information concerning the professional development of educational administrators, you may wish to refer to Develop Professional Administrative Skills and Relationships, part of the Competency-Based Vocational Education Administrator Module Series (Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1981).

The Need for Staff Development

The need for staff development for instructional staff can be attributed to several major factors, including the following: (1) a heightened recognition of the personnel development needs of secondary and postsecondary occupational instructors, (2) declining faculty mobility, and (3) accelerated demands for accountability.

Personnel Development Needs of Occupational Instructors

The personnel development needs of both full-and part-time occupational instructors include the following:

- Improvement of teaching methods and techniques
- Development of specific technical skills and competencies
- Increased understanding of the needs of special students
- Knowledge of new developments in instructional technology
- Knowledge of methods for reinforcing students' basic skills

Teaching methods. A majority of occupational teachers come into the teaching situation directly from business and industry. In fact, a particularly unique strength held by occupational instructors is that of their own experience in the occupation itself. However, many of these individuals have not been prepared to teach. As a result, a crucial need exists for staff development programs that provide instruction in a variety of basic teaching skills, sometimes called "survival skills," such as (1) developing course outlines, (2) stating performance objectives, (3) developing performance tests, (4) making class presentations, and (5) conducting group discussions.

Technical skills. Occupational instructors must maintain their technical expertise. Otherwise, they will be unable to design and implement relevant occupational programs. There is a prevailing need for teachers to be informed not only about rapidly changing technologies, but also about current licensing requirements and government regulations. For example, OSHA is often cited as an essential topic for inclusion in staff development programs.

It is important not to underestimate the need for technical expertise. Since much of the literature on staff development is written by educators, especially at the university level, the focus tends to be on the development of pedagogical skills--to the exclusion of all else. But being an expert in the use of the chalkboard is useless unless one also has something to say--some substantive content to dispense. Thus, it is critical that staff development include opportunities for instructors to keep up to date and explore in their subject areas. Vocational/technical areas change constantly, and therefore, career teachers need to continually update their knowledge and skills if they are to meet the training needs of their students.

In the words of one author--

> I submit that nine out of every ten favorite teachers are those who are personable, who have varied techniques, and who know their subjects cold. Without control or mastery of the subject, the classroom teacher cannot make the references and the analogies, cannot skillfully probe or question a student response, cannot effectively organize lesson plans, cannot find different ways of explaining important things to students of different abilities and interests.[2]

Students with special needs. In order to respond effectively to students with special needs--including ethnic minorities, the physically handicapped, women, older students, part-time students, senior citizens, and the underemployed--teachers must, in many instances, acquire new instructional competencies, especially with regard to individualizing instruction. In addition, instructors need to internalize and reflect a certain sensitivity to the particular needs of these students. In this regard, staff development programs can provide a significant source of support and training for all personnel. In many cases, it is necessary for staff members to become familiar with the requirements specified in such various pieces of legislation as Title IX of the Education Amendments of 1972.

Developments in instructional technology. Technological advances have resulted in an array of innovative instructional techniques, including criterion-referenced evaluation, computer-based instruction, personalized instruction, competency-based education, and cognitive mapping. Frequently, instructors are unfamiliar with the alternatives to traditional teaching methods. Another function of staff development is that of keeping staff members up to date with regard to the variety of methods and their potential for increasing instructional effectiveness.

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[2] Peter Greer, Education's Stepchild, Inservice Training, Occasional Paper 28 (Washington, DC: Council for Basic Education, 1979), p. 6.

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Basic skills. There is increasing pressure for all teachers to do battle with the fact that "Johnny and Jeannie can't read--or write--or add and subtract." This is not a call for all teachers to become specialists in these areas--spending large blocks of time teaching these subjects per se. What is being sought is a situation in which reading, writing, and math are taught as part of all other curricula. In other words, when the distributive education instructor gives a writing assignment, there is opportunity to explain what is required, to give writing tips, and to provide written feedback on the final product prepared by the student. Likewise, there are opportunities in all vocational classes to include instruction in reading and math as part of normal classroom instruction. In order to do this effectively, teachers will very likely need additional training in these areas.

Declining Faculty Mobility

In addition to a recognition of the personnel development needs of occupational instructors, declining faculty mobility is often cited as another reason for the implementation of staff development programs. A reduction in enrollments, caused by a decline in the birth rate, and a tight job market mean that faculty members are inclined to remain for a longer period of time in their present positions. In addition, less turnover means that fewer fresh, up-to-date, enthusiastic new young teachers join the faculty each year. In view of this static environment, administrators are called upon to provide opportunities for professional growth. Otherwise, instructors may become complacent and, as a result, their teaching may become staid. The availability of relevant staff development activities can present new ideas and approaches to faculty that will cause them to continually evaluate and work toward improving their instructional programs.

Accelerated Demands for Accountability

As public entities, educational institutions are engaged in intense competition for limited tax dollars. Taxpayers are demanding not only that educators demonstrate increased effectiveness, but also that such effectiveness be achieved in the face of limited resources. Subjected to these pressures, administrators and instructors alike are required to improve their expertise. Staff development programs, as a resource for professional growth, are viewed as an important mechanism for increasing the institution's productivity.

The emphasis on accountability, together with an increasing concern regarding the personnel development needs of occupational instructors and the trend toward declining faculty mobility, combine to create a need for staff development programs.

Features of an Effective Staff Development Program

Goal

Too often, the limitations inherent in the educational system today--time, staff, funds--have minimized the staff development efforts. At the secondary level, it is not uncommon for staff development to be no more than a two-day workshop prior to the school year--geared primarily to the orientation of new teachers--and a one-day program of presentations offered by the state teachers association during a "professional day." And, in some cases, this is more than is done at the postsecondary level.

Since these sorts of efforts are geared to large groups, they are generally handled by high-powered educational consultants or speech-makers. Change in the classroom is seldom effected as a result. It's just a day off from teaching responsibilities. The teachers have not learned enough to effect change in the classroom, nor do they have the necessary support to do so.

It is essential that the term staff development cease to be thought of as offering a program or two. Staff development must be a continuing commitment and effort--a process rather than a product. Staff development is not what you do to someone in a workshop. Rather, it is an institutional commitment to human development, self-actualization, questioning, and change--on a continual basis. An institution with a true commitment to staff development is one in which the entire system supports staff in experimenting, problem solving, decision making, applying solutions, and interacting. Consider the following example:

> When Joan taught, she taught alone. Not once was she in another teacher's room to observe. Not once did she discuss instructional problems with the other teachers since she alone taught her specific courses. She saw the other teachers in monthly staff meetings, but there were occasions where the group sat passively--and impatiently--while the administrator dispensed bureaucratic dicta (e.g., "All visitors are to report first to the office.").
>
> Her only other contact with teachers was in the teachers' lounge. Teachers who wished to leave school behind at the end of the day to deal with home, family, and hobbies didn't come to the lounge during their free periods. They stayed in their rooms and did preparations or graded papers. Those in the lounge tended to be the smokers, the coffee drinkers, the more social beings, and those who either did their preparations at night or seldom did preparations. Neither did they share a common teaching subject: one coach/history

teacher, one driver ed/journalism teacher, one horticulture teacher, one business teacher, and so on. The talk was not related to school (unless there was a gripe). Politics. The football game. Jokes.

Sound familiar? Small wonder teachers burn out professionally; there is no professional energy generated through planned interaction, problem solving, decision making. Systematic staff development is a must if this situation is to change.

Thus, the goal of staff development should be to create an environment that encourages all staff to experiment, develop, and grow--to pursue separate needs and to work as a unit to produce a true learning environment, with all staff and students open to new ideas.

Establishment of Needs and Plans

To be productive, experimentation and growth need to be set within some systematic framework. This can be done by identifying staff needs and selecting just a few needs to attack within a given time frame. Through needs assessment, a list of needs can be established. Some of these needs may be common to all instructors and some to a small group of instructors (e.g., all electronics teachers or all beginning teachers). Some needs may be unique to individual teachers.

Based on these established needs, the institution can develop--and make plans to support--a staff development plan. This plan can include large-group, small-group, and individualized activities. It can include options, alternatives, and choices. It can also encourage systematic change by targeting those needs to be addressed during a particular time frame. Instead of having an isolated workshop on team teaching, individualizing instruction, or installing competency-based education (CBE), a one-, two-, or three-year plan of activities is developed to ensure that change occurs--that the teachers have adequate training and assistance to, in fact, translate what they learn into classroom practice.

Involvement of Staff

There is a good deal of research to support the notion that, for staff development to work, staff must be involved in a meaningful way. Staff must have a part in establishing and operating the staff development program if it is to be successful. Staff must feel a sense of ownership.

In programs in which the staff development activities are decided upon by someone else with little or no regard for the teachers' felt needs, the teachers generally respond by rejecting or resenting staff development. If, instead, teachers are made to feel that the staff development program is their own, they will be more likely to be committed to making it succeed. If they have a role in deciding on the staff development program, staff development will no longer be thought of as threatening and extraneous.

Role of the Staff Development Coordinator

The person in charge of staff development may be a full-time staff development coordinator, or someone with another job title--principal, dean of instruction, instructional specialist, curriculum coordinator, and so on--who has part-time responsibility for staff development. The specific qualifications that you seek in a coordinator of staff development will be dictated by the particular role of the coordinator in your institution. For example, if you decide that one of the coordinator's functions will be to assist instructors in curriculum development, then the person you employ should, of course, have expertise in curriculum development. Although the exact nature of the coordinator's position varies to some extent from institution to institution, several qualifications are generally considered to be "prerequisites" for the coordinator's successful performance.

Teaching skills. The person selected as the staff development coordinator should, first of all, have had successful experiences as a teacher. Ideally, the coordinator is a "master teacher" who can serve as a professional role model for other instructors in your institution. In any case, the fact that the coordinator has had previous teaching experience is an important element in the establishment of his or her credibility with the faculty.

Human relationships skills. In addition to prior experience as an instructor, the coordinator must have the ability to relate effectively to vocational education personnel from many different occupational areas, each of whom will have special staff development needs. He/she should have excellent communication skills and be especially competent in the dynamics of group leadership. The coordinator's success in developing positive rapport with staff members is a crucial factor in determining the overall success of the staff development program.

Commitment. Further, the person whom you choose to coordinate the staff development program should not only have the appropriate competencies, but should also be committed to the concept of staff development. Especially if the coordinator is selected from within the institution, he/she should have a record of having aggressively pursued a personal program of professional growth.

Skills in organizational development and up-to-date knowledge of educational technology, models, and research are also required. Perhaps most important, however, today's staff development coordinator needs to be a skilled change agent. Staff development is change. Through staff development activities, staff learn to implement innovations or to create their own changes in response to problems.

Change process skills. There is a vast body of literature on how change occurs. Traditionally, the stages in change are cited as being that the person (1) becomes aware of the innovation, (2) expresses interest in learning more about it, (3) appraises the value of the innovation, (4) tries it out, and if satisfied with the results, (5) adopts the innovation. Thus, for a staff development coordinator who is trying to help staff learn to implement CBE, for example, it is important that he/she be providing activities that are appropriate for the stage(s) at which the staff members are in the change process.

It is also important that the staff development coordinator provide opportunities for staff to go through all five stages. Too often, staff development programs are designed to cover only stage one or stages one and two. Staff are exposed to a short presentation or workshop that is designed to describe the innovation. Staff are then expected to implement what they have learned based on that limited exposure. There is every reason to believe that this approach doesn't work. For staff development to result in change in classroom practice, staff must (1) be exposed to the concept, (2) see the concept demonstrated, (3) have a chance to practice it themselves through some kind of supervised simulation, (4) receive continual feedback so they can modify or correct their performance if necessary, and (5) have assistance available during the time they are trying to actually implement the concept in the classroom. This last step is the one most often missing. This is the primary reason that change is not effected in the classroom. Without assistance at this key stage, the tendency is for the concept or innovation to be abandoned as unworkable; staff revert to the tried and true techniques of the past.

Adult education skills. Educational staff are adults of varying ages and varying years of experience. These factors need to be given careful consideration in selecting training strategies. Sample 1 provides a list of facts concerning adult learning that the staff development coordinator must be aware of. These facts need to be tempered with facts about age and experience. The beginning teacher and the master teacher may require

SAMPLE 1

CHARACTERISTICS OF ADULT LEARNING

Adults will commit to learning something when the goals and objectives of the inservice are considered realistic and important to the learner, that is, job related and perceived as being immediately useful.

Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs.

Adult learning is ego-involved. Learning a new skill, technique, or concept may promote a positive or negative view of self. There is always fear of external judgment that we adults are less than adequate, which produces anxiety during new learning situations such as those presented in inservice training programs.

Adults come to any learning experience (inservice) with a wide range of previous experiences, knowledge, skills, self-direction, interests, and competence. Individualization, therefore, is appropriate for adults as well as children.

Adults want to be the origins of their own learning, that is, involved in selection of objectives, content, activities, and assessment in inservice education.

Adults will resist learning situations that they believe are an attack on their competence, thus the resistance to imposed inservice topics and activities.

Closely related, adults reject prescriptions by others for their learning, especially when what is prescribed is viewed as an attack on what they are presently doing. Doesn't that sound like current inservice practice? We typically use inservice training to eliminate weakness we see in our personnel.

Adult motivation for learning and doing one's job has two levels. One is to participate and do an adequate job. The second level is to become deeply involved, going beyond the minimum or norm. The first level of motivation comes as the result of good salary, fringe benefits, and fair treatment. The second builds on the first, but comes from recognition, achievement, and increased responsibility--the result of our behavior and not more dollars.

Motivation is produced by the learner; all one can do is encourage and create conditions that will nurture what already exists in the adult.

Adult learning is enhanced by behaviors and inservice that demonstrate respect, trust, and concern for the learner.

SOURCE: Fred H. Wood and Steven R. Thompson, "Guidelines for Better Staff Development," Educational Leadership. 37 (February 1980): 376.

the use of different training styles. The 21-year-old and the 50-year-old probably have different views toward life that affect the way they approach learning and particular subjects.

In addition, there is a tendency to assume that adults can sit long hours and learn through lectures--that they can easily and happily translate the abstract into the concrete. The irony of this assumption is that large-group lectures are sometimes used to teach teachers to individualize instruction or use media. Common sense alone should indicate that teachers should be taught using the methods they are expected to use. The trainers should model appropriate methods, not just talk about them.

Furthermore, recent research indicates that most adult learners are not oriented to the abstract, but to the practical. They learn best, in most cases, by dealing with problems that they are in fact experiencing and by hands-on activities related to solutions to those problems. Without knowledge of these characteristics, a staff development coordinator cannot provide appropriate training.

In short, the staff development coordinator must consider the following:

- Where staff are in relation to the concept or innovation
- How old staff are
- How many years of experience staff members have
- How staff members process information; what their learning styles are

Selection of Strategies and Techniques

At one extreme, your staff development strategy could be to identify group needs--either through surveying staff or through responding to federal and societal mandates--and to schedule large-group activities in response to those needs. For example, when performance objectives were at their most popular, one school district started off the year with a two-day workshop for all teachers on how to write student performance objectives.

At the other extreme, your staff development strategy could be to have each individual staff member develop a staff development plan of activities to pursue specific to his/her "unique" needs. Such a plan is generally called a professional development plan. Through the development of a personal plan, the individual staff member in consultation with a resource person is given the opportunity to identify specific objectives that he/she desires to achieve, determine the strategies to pursue in fulfilling these objectives, and select the resources required to meet the objectives. An example of a professional development plan is presented in sample 2.

Ideally, your institution's staff development strategy should combine both of these approaches. There should be opportunity for individual, small-group, and large-group activities if the institution is to be responsive to all the needs within its purview, e.g.:

- The federal government stipulates that educational institutions need to provide special needs students with the least restrictive environment (PL 94-142).
- Many educational experts assert that educators need to implement competency-based instruction within their classes.
- Teachers in a given department need to gain skill in using new equipment in their occupational area.
- A particular teacher needs to improve his/her competency in incorporating media into his/her lessons.

By referring to the professional development plans prepared by all staff (or all staff in a particular role such as instructor), it is possible to determine individual and group needs and to identify exactly what resources are needed to meet those needs.

An enormous range of activities is available. You can identify and make use of activities conducted by others (e.g., universities, state department, and professional associations), organize and conduct your own group activities, and allow staff members to plan and carry out their own individual activities. Sample 3 shows a list of typical staff development activities you could consider.

Selection of Trainers

In the past, most staff development was conducted through staff going outside the institution to attend workshops or courses or through bringing outside experts into the institution to conduct workshops or make presentations. Although there are benefits to be derived from these approaches, they do not provide the long-term support required for staff to actually implement the ideas gained, nor are the topics covered generally planned in response to specific staff needs.

Use of outside experts. If your institution decides to use outside consultants, certain guidelines should be followed. Consultants should be hired on a long-term basis (e.g., to be at the

6

SAMPLE 2

PROFESSIONAL DEVELOPMENT PLAN

Name ______________________ Phone:

Address ____________________ Office ______________

____________________ Home ______________

Instructional Area __________ No. Years Teaching ______

SPECIFIC COMPETENCIES TO BE DEVELOPED: List here the competencies to be developed based on needs assessment and/or personal interest.

Competencies Needed	Expected Completion Date	Actual Completion Date

PROCEDURES FOR COMPETENCY ATTAINMENT: List or describe here the modules or other materials or procedures to be used to achieve the identified competencies.

______________ Signature of Resource Person ______ Date ______________ Signature of Teacher ______ Date

Competency Development Plan Completed ______ Date ______________ Signature of Resource Person

SAMPLE 3

POTENTIAL STAFF DEVELOPMENT ACTIVITIES

- Workshops
- Course work
- Industry experiences
- Industry exchanges
- Staff research/action research
- Sabbaticals
- Individual tutorials
- Seminars
- Study groups
- Individualized study
- PBTE modules
- Practicums
- Conferences
- State/national conventions
- Visits from publishers and producers of curriculum and media
- Degree programs
- Curriculum development projects
- Visits to other schools
- Visits with other staff
- Professional resource center
- Internships
- Faculty newsletter
- Teacher networks
- Interdisciplinary teams
- Summer employment
- Independent study

institution for a month or longer or to make periodic visits over a year's time). This helps to provide the implementation and follow-up assistance needed by staff.

Staff should be involved in the selection of outside experts. The best consultant in the world cannot succeed if his/her training time is spent overcoming resentment on the part of staff. Too often, staff are required to attend a workshop on, for example, computer-assisted instruction, with no idea what it is (i.e., no awareness or interest). Their attention, then, is centered not on acquiring knowledge but on anxiety concerning what this is going to mean to their work load. They may fight the consultant instead of benefiting from the new knowledge. Staff need to be involved and to know what will be expected of them as a result of the training.

There are alternatives to the use of outside experts. Presently, the approaches being advocated most strongly involve the use of (1) in-house experts, (2) teacher centers, and (3) collaborative efforts.

In-house experts. Every effort should be made to identify persons within your institution who can serve as trainers. The advantages of doing so are enormous. First, using your own staff provides them with recognition for excellence. Second, it reinforces the notion that staff development belongs to the staff. And most important, these "internal consultants," who are already familiar with the inner workings of the institution, are readily and regularly available to assist their colleagues in staff development activities.

The amount of involvement can vary. A staff member or group of staff can share their expertise during a regular staff meeting. Staff can be used to offer extended training to colleagues. Or, they can be appointed to training positions for specified lengths of time or through achievement of a certain differentiated staffing level. For example, through meeting specified criteria, a teacher could be designated as a master teacher, a role that could include some time for classroom instruction and some time for working with other staff to improve their instruction. In some institutions, teacher advisors or instructional specialists are selected out of the teaching ranks. They serve for a one-year term helping other teachers solve classroom problems in at least four ways: (1) suggesting solutions based on their own expertise, (2) serving as sounding boards for teachers to work out their own solutions, (3) searching for needed materials for teachers to use, and (4) serving as substitute teachers to allow individual teachers time for self-study related to particular problems.

Teacher centers. With impetus from teacher associations and unions and, in some cases, support from the federal government, a new concept--the teacher center--has evolved in recent years at the primary/secondary level. It is best to refer to the teacher center as a concept, since its physical characteristics are not fixed. Some centers are well-financed resource centers. Some centers are refurbished closets with begged, borrowed, and restored equipment and materials where teachers can meet, mingle, share, and get help from other teachers. (In some cases, retired teachers, working on a voluntary basis, are used as staff.) Other centers are not a place at all; staff are available to help, but they go out to the schools to provide it. They visit various member schools either on a regular basis (e.g., using a traveling resource van) or in response to specific requests. Other "centers" simply use university teacher educators as helpers in the schools on a periodic basis.

What is consistent across all teacher centers is that they are teacher-run and that each has a policy board that unites a lot of diverse elements, including such representatives as general education teachers, vocational teachers, special education teachers, administrators, parents, school secretaries/janitors/bus drivers, postsecondary personnel, business persons, and so on. In other words, the policy board represents all those potentially involved in or concerned with the education of our youth.

As a mechanism for staff development, the teacher center can be very effective because, in the words of Pat Zigarmi, executive secretary of the National Staff Development Council, the teacher center does the following:

- Focuses on individual learning and school improvement
- Defines its success in terms of student and teacher outcomes
- Targets limited resources to staff members who initiate projects on the basis of self-diagnosed needs in relation to district objectives
- Allows individuals to determine how they will learn
- Spreads the responsibility for organizing meaningful staff development experiences and follow-up among the center staff, the policy board, and individual staff members
- Develops teacher leadership and decision-making skills[3]

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[3] "What Is Effective Staff Development?" ASCD Update. 23 (February 1981): 4.

Advocates of the teacher center approach feel that (1) the more involved teachers are directly (e.g., providing supplies, money, and services), the more they will tend to use the center; (2) training is more acceptable and effective if the trainers are local people who will be around to help as teachers try to implement their ideas in the classroom; and (3) just providing a place where teachers can meet and share ideas makes a difference.

Collaborative efforts. Arranging for a collaborative staff development program is an excellent way to make effective use of all the available resources: colleges/universities with teacher education programs, other educational institutions in the geographic area, the state department of education, teacher centers, and so on. A growing number of such collaborative efforts are presently in operation.

Properly and carefully planned, collaboration can be a very efficient and cost-effective approach to staff development. With a declining need for new teachers, teacher education institutions have faculty with a need to explore new training arenas--specifically field service activities. Their need can also make them more responsive to specific local needs than in the past. Collaboration means sitting down and thinking through what is desired and expected by all parties, and thus, it can join previously isolated links into a very strong training chain, one that is directly responsive to the needs of the institution and its staff.

Program Promotion

It is important that each staff member be aware of the opportunities offered through the staff development program. One particularly effective means for publicizing the program is a newsletter that is published at regular intervals. Such newsletters usually contain descriptions of staff development activities recently conducted by the institution as well as detailed information regarding forthcoming activities. In addition, it is beneficial to describe the accomplishments of staff members who have received assistance from your institution for professional growth projects, e.g., released time, grants, leaves of absence. Many schools also publish information about staff development activities to be conducted elsewhere so that the staff may plan to participate.

The newsletter will be of even greater value to staff if it provides a forum through which they can share their ideas and discoveries regarding such topics as teaching methods and curriculum development.

Other methods for promoting the staff development program include the following:

- Posting and distributing flyers that describe a given activity and provide details regarding the time, location, and so on.
- Announcing activities at staff meetings
- Publishing and distributing a long-range schedule of activities

Samples from two staff development publicity announcements are shown in samples 4 and 5.

Program Evaluation

Throughout this information sheet, it has been emphasized that, to be effective, the staff development program must be designed and implemented according to the needs of staff members in your institution and to the needs of the institution itself. While the data collected through the initial needs assessment serves as the basis for planning program activities, it will be necessary to evaluate the program periodically to determine whether it is, in fact, meeting staff needs. Through information acquired in both formative and summative evaluations, you, the staff development coordinator, and the advisory committee can establish a rational framework for decision making.[4]

Formative Evaluation

The purpose of formative evaluation is to improve the staff development program as it is in process by identifying those aspects that could benefit from "mid-stream corrections," so to speak. Formative evaluations usually focus on the following four questions:

- Is the program operating in accord with its objectives?
- What are the strengths of the program?

---

[4] Much of the following information on evaluation is taken from Janet Spirer Weiskott, "Evaluating the Staff Development Program," in Competency-Based Staff Development: A Guide to the Implementation of Programs for Post-Secondary Occupational Personnel by Lois G. Harrington et al. (Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1978), pp. 75-101.

SAMPLE 4

PROFESSIONAL DEVELOPMENT DAYS

4. Cardio-Pulmonary Resuscitation (CPR)

The Red Cross will be on our campus, thanks to the help and leadership of Manny Perez, to give a one-day workshop. The training will enable you to be certified in CPR. Manny is trying to get some people from every building on campus to be certified in these life-saving methods.

DATE: January 4

TIME: 9:00 a.m.-5:00 p.m.

PLACE: P-118

5. Institutional Dialog--
The Design and Behavior of Organizations

Jim Finley will present a paper which is primarily a review of an important recent book from his discipline. If you like to think about ways to improve the responsiveness of social organizations, don't miss this. There will be time and opportunity for reactions and observations. If you sign up for this, you'll receive some advance organizer information.

SOME CRACKERJACK IDEAS.

DATE: January 5

TIME: 9:30 a.m.-11:00 a.m.

PLACE: L-246

SOURCE: These sample pages are taken from a staff development publicity announcement developed by College of the Mainland, Texas City, Texas.

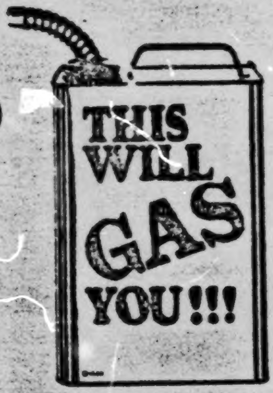
6. Seminar on Teaching and Learning-- A Look at Adventure Learning

Adventure Learning, as embraced by Dan Travaille and Mary Ann Urick, is an idea which has wide possibilities and applications. Dan and Mary Ann will describe the vital characteristics of the idea. If your're interested in inter-disciplinary experience for students and teachers, work/field experience, applied teaching and learning, catch these ideas.

DATE: January 5

TIME: 11:00 a.m.-12:00 (noon)

PLACE: L-246



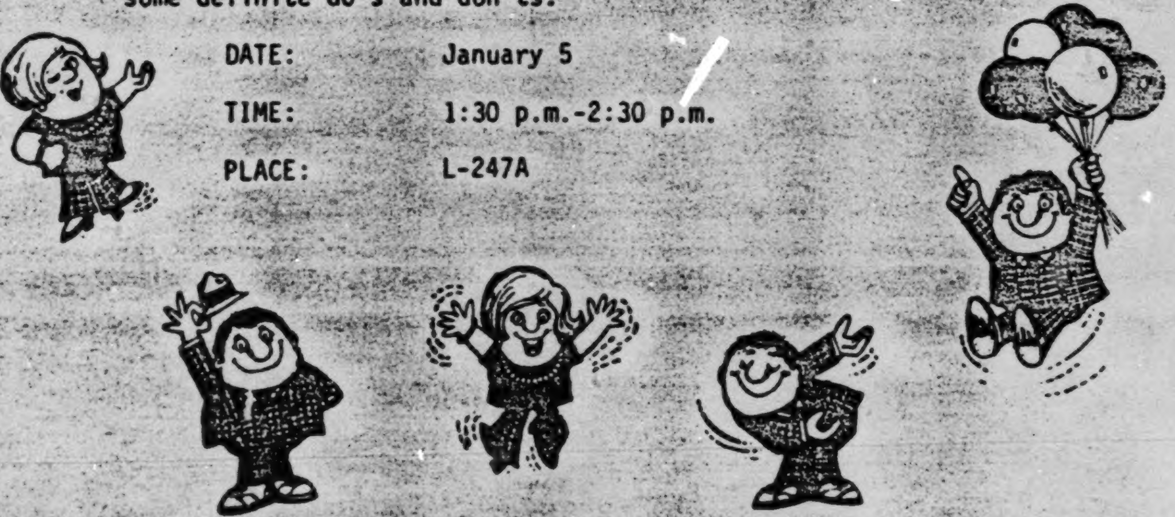
7. The Use of Volunteers

Reggie Schwander has recently received training in maximizing the use of volunteers in developing programs. Reggie says it is invaluable to COM Theater. There are some tried and true practices--some definite do's and don'ts.

DATE: January 5

TIME: 1:30 p.m.-2:30 p.m.

PLACE: L-247A



8. Using Advisory Groups

Why have advisory groups? Who should be on an advisory group? How do you work with one? Participants will meet with COM staffers--Dorothy McNutt, Larry Stanley, and others--and you will come away with some specific procedures for working with advisory groups.

DATE: January 8

TIME: 9:30 a.m.-10:30 a.m.

PLACE: L-214

9. Using Tutors to Help Students

The resources are available to support tutoring services for our students. Chester Stout will explain how you can link up with these services. Sallie Gordon, who has utilized tutors in her psychology classes, will explain what that looks like and the benefits as she sees them.

DATE: January 8

TIME: 10:30 a.m.-11:30 a.m.

PLACE: L-214

10. Developing Agreements Between Programs and Services

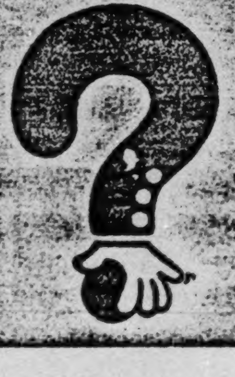
If you would like to improve the services you request or provide, this is for you. Communication Services and COM Theater recently subscribed to an agreement-making session, facilitated by Don Bass and Sallie Gordon. It was a novel experience and may prove fruitful. The session will describe the steps in making agreements and results from this particular effort. Hopefully, such agreement-making will enhance our budget development processes.

DATE:	January 8
TIME:	10:30 a.m.-12:00 (noon)
PLACE:	Tech-Voc Auditorium (T-07)

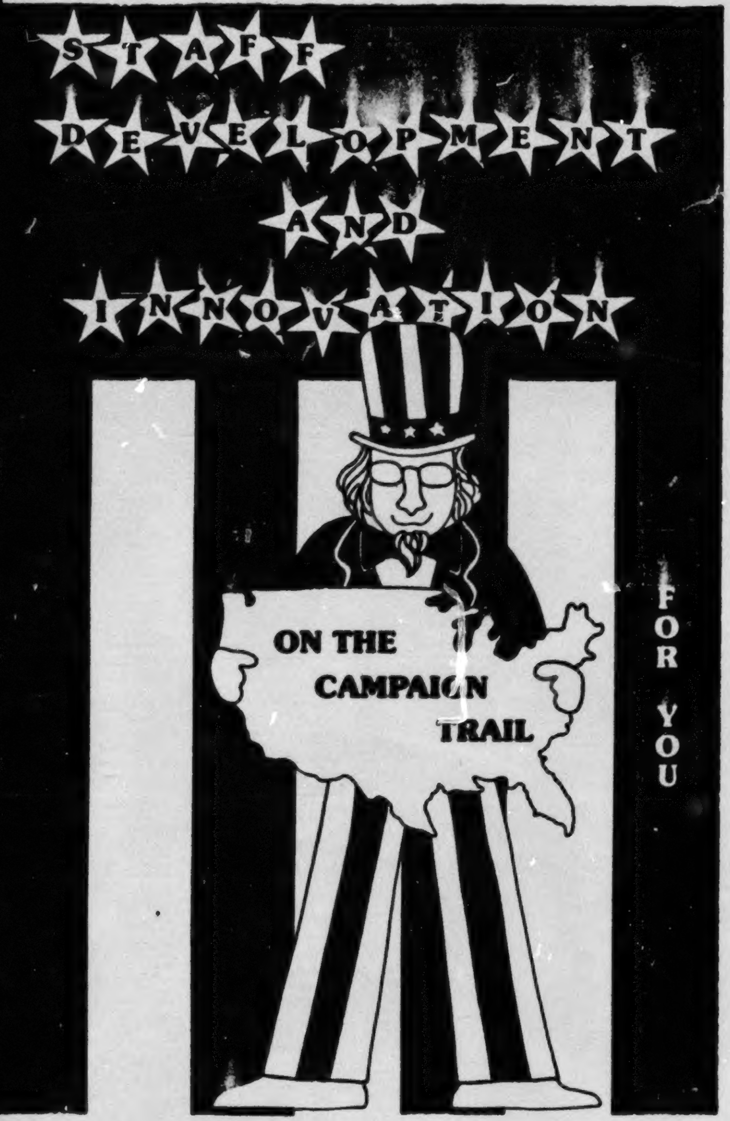
11. Interviewing Skills

How do you interview candidates in order to determine personal vitality? Other important aptitudes? What does research say about the employment interview? Are there legal issues? Janice Floyd has recently received training in these skills and would like to share them. It's a good time to deal with these skills because of Spring and Summer employment interviews.

DATE:	January 8
TIME:	1:30 p.m.-3:00 p.m.
PLACE:	A-148



SAMPLE 5



Committee Members

Virginia Peters	Learning Resources Center Representative
Herman Brant	Instructional Council Representative
Curtis Barnes	Faculty Representative
Robert Reas	Faculty Representative
Ellen Beck	Committee "C" Academic Council Representative
Elizabeth Jones	Technical Office & Clerical Services & Maintenance Representative
Joan Fobbs	Student Services Representative
Natalie Margolis	Coordinator
David H. Ponitz	Ex-Officio Member

Supported by the contributions of:

Students . . . Faculty . . . Administrative Staff . . . . . .Support Staff

We are grateful for your support

Message From the President

Depending upon your point of view, the years ahead present new, exciting, challenging and/or frightening changes which will confront each of us quite directly.

For example:

1. Demographic shifts will continue to change the student characteristics of the Sinclair student.
2. Local, national and world-wide decisions will force most individuals to work "smarter" in a new technology mode.
3. The United States will undoubtedly undergo a fundamental change if it is to retain a measure of economic viability. The reindustrialization of American is upon us.
4. A new wave of change will affect those affairs closest to us--family composition, information acquisition, corporate and employee decision making--in fact most every facet of our professional and personal lives.

The problems of the future will differ fundamentally from the problems that we have dealt with successfully in the past. Previously human energy focused on solving the problems of the world as we found them. Today the future's critical problems will be those of the world as we have made them.

If we as a faculty and staff (innovators all) are to help with the answers to these new changes; we must develop in a creative manner those approaches which will help us understand, define, articulate, and directly confront the changes.

That's the challenge to each of us. That's the importance of Staff Development and Innovation activities.

David H. Ponitz

David H. Ponitz
President

Party Platform

Welcome to the Staff Development and Innovation Committee's 1980-1981 Campaign Year

The purpose of the Staff Development and Innovation Committee is to provide opportunity for career growth for the total staff in congruence with institutional goals.

Development of faculty, staff and administration competencies

Promotion of creative teaching methodologies to maximize student learning

Identification of staff development needs as the environment changes

Development of staff awareness of the total service community

Promotion of applied research relevant to student, faculty and staff development

Enhancement of cooperative efforts to promote quality education

Stimulation of increased faculty, staff, and administrative responsiveness to student needs

Assurance of congruence with institutional goals

Platform Planks

Objectives 1980-81

- Assess total institutional needs.
- Facilitate activities that promote student growth and retention.
- Support Mini-Sabbatical/Sabbatical Leaves.
- Provide programs that promote a consistent level of instruction for part-time faculty.
- Promote workshops/conferences that facilitate faculty and staff growth.
- Provide opportunities to acquaint staff members with alternative instructional methods.
- Encourage innovations by supporting projects that have a direct impact on instruction and student development.
- Assist faculty and staff in the development of proposals and projects.
- Encourage a system that recognizes and rewards constructive changes and extraordinary contributions by staff and faculty.
- Continue cooperation with agencies and organizations that contribute to institutional growth.

Get on the Staff Development and Innovation Committee Bandwagon

Mini-Sabbaticals

The Staff Development and Innovation Committee will provide funding for short term leaves of less than an Academic quarter for select projects which are designed to strengthen, improve, and encourage innovation in teaching, learning, and general college environment. It is intended that the knowledge of skills obtained during a mini-sabbatical leave will have a positive impact on the individual's role in the college.

Proposals may be developed by any individual who has been a full-time member of the faculty or staff for at least one year or more. All members of the Sinclair Community College are encouraged to consider and discuss possible projects.

* * *

A person with long range goals will not be frustrated by short range failures.

Mini-Sabbatical Requests Should Be Designed To:

Develop new and innovative teaching methodology.

Conduct research relevant to the process of teaching and learning.

Obtain the latest information about technological changes and developments that relate to the individual's position.

Upgrade skills needed to cope with technological changes.

Develop or increase skills which will strengthen and improve student development.

Mini-Sabbaticals Can Be:

Workshops that develop or improve skills, or that provide an opportunity to gain skills for new or expanded technologies.

Faculty and staff business, industry, and government exchange.

Visits by faculty and staff to exemplary sites or systems.

Involvement in community projects.

Mini-Sabbatical/Sabbatical Committee Members

John L. Henderson, Chairperson, Vice President for Student Services
Grace DeVelbiss, Professor, Mathematics
Aaron Gebbert, Electrician, Physical Plant
Sister Joseph Teddy, Associate Professor, Nursing
Garnett McDonough, Assistant Professor/Chairperson, Law and Financial Management
Charlene McNamara, Instructor, Art
Ralph Renard, Associate Professor, Drafting
Tom Stoner, General Accountant, Accounting Department
Eleanor Young, Associate Professor, Developmental Studies

Innovative Projects

The Committee funds innovative projects. An innovative project is defined as a project that is novel and results in a change that facilitates learning and is over and above the responsibilities of the requester.

Creativity

The man who follows the crowd, will usually get no further than the crowd. The man who walks alone is likely to find himself in places no one has ever been before.

Creativity in living is not without its attendant difficulties, for peculiarity breeds contempt. And the unfortunate thing about being ahead of your time is that when people finally realize you were right, they'll say it was obvious all along.

You have two choices in life: you can dissolve into the mainstream, or you can be distinct. To be distinct, you must be different. To be different, you must strive to be what no one else but you can be . . .

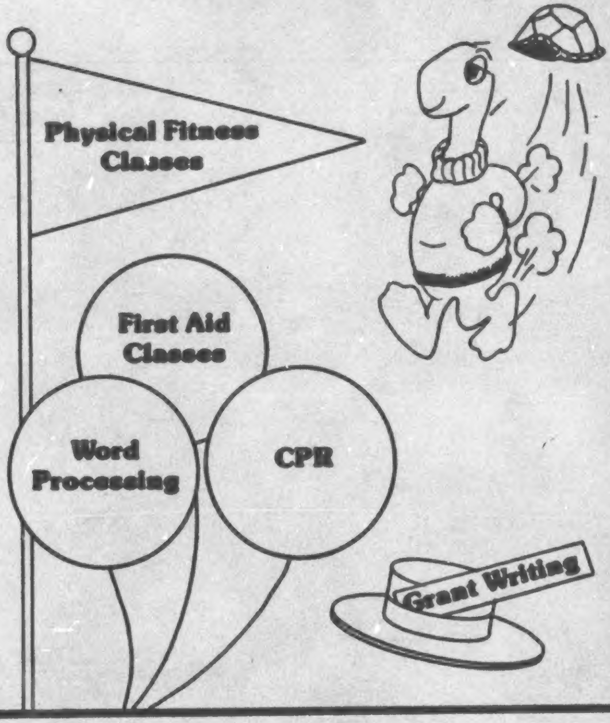
Instructor Mentor Program For Part-Time Faculty

This program is designed to provide an opportunity for selected full-time faculty members to serve as mentors for part-time faculty members. The program serves as a viable conduit linking part-time faculty into the overall college program.

The goal is to assist part-time faculty in developing or improving instructional skills to help students achieve course objectives.

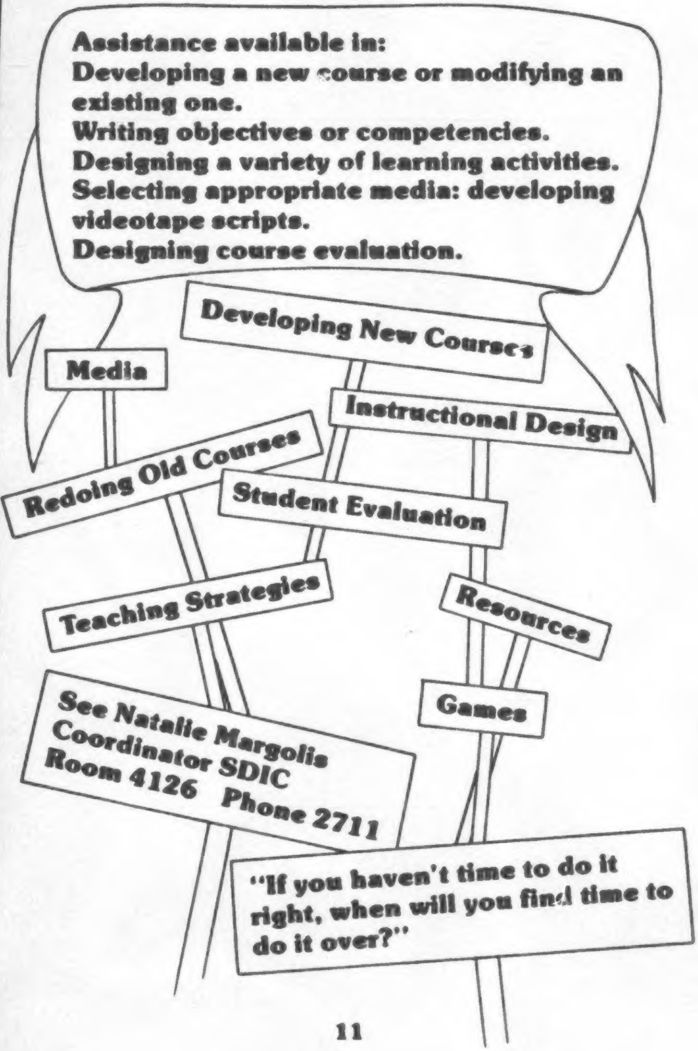
Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth shapes of letters and tricks of numbers, and leaving them to turn arithmetic to roguery, and literature to lust. It means, on the contrary, training them to the perfect exercise and kingly continence of their bodies and souls. It is a painful, continual and difficult work to be done by kindness, watching, warning, and by praise, but above all — by example.
John Ruskin

Campaign Promises



"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."

Thomas Jefferson



Assistance available in:
Developing a new course or modifying an existing one.
Writing objectives or competencies.
Designing a variety of learning activities.
Selecting appropriate media: developing videotape scripts.
Designing course evaluation.

Developing New Courses
Media
Instructional Design
Redoing Old Courses
Student Evaluation
Teaching Strategies
Resources
Games

See Natalie Margolis
Coordinator SDIC
Room 4126 Phone 2711

"If you haven't time to do it right, when will you find time to do it over?"

S I N C L A I R

Sinclair Community College
444 West 3rd Street
Dayton, Ohio 45402
Phone 226-3000

- What are the weaknesses of the program?
- What can be done to improve the program?

The following three methods are frequently employed in formative evaluations:

- Informal feedback from participants regarding the quality of program activities
- Observation during each activity to determine participants' reactions
- Questionnaires to elicit participants' perceptions of the strengths and weaknesses of each activity

A sample of a formative evaluation form appears as sample 6.

Summative Evaluation

Summative evaluations are conducted to ascertain the overall worth of program activities and the impact of the total staff development program.

An overall evaluation of program activities is usually executed through questionnaires designed to examine the program from a general perspective and may concern such matters as program facilities, scheduling, strengths and weaknesses of the program activities, and suggestions for improvement.

Evaluation of the impact of the program is based on the specific reasons you have chosen to evaluate the program. For example, impact can be evaluated in terms of the following three questions:

- How well were the overall objectives of the program met?
- How well were the overall objectives of the teachers met?
- How cost-effective was the program?

A sample of a summative evaluation form used to assess participant reactions to a workshop appears as sample 7.

Summative evaluation need not--should not--be limited to the measurement of a single staff development activity such as a workshop. It should also be employed to measure the overall staff development program--the full year's program, for example. Depending on the objectives and plans specified, the criteria used will vary. A sample of some broad inservice education criteria is shown in sample 8.

SAMPLE 6

DAILY PROGRAM SURVEY

Workshop for Personnel Development for Local Administrators of Vocational Education

DIRECTIONS

The title of each of today's activities appears across the top of the table below. Please rate each activity according to the items listed at the left of the table. In each cell, enter the number from the following scale that most appropriately represents your feelings regarding that activity. Each cell should be filled when you finish.

Rating Scale

5	4	3	2	1	0
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable

Activity / Item	Presentation--Overview of CBAE Materials	Presentation--The Center's CBAE Materials	Large/Small Group--Review of Sample Center Modules	Panel Discussion--Field Test Experiences	Individual--Review of Other Materials	Presentation & Slide/Tape--Resource Person Role	Team--Plan of Action Work
Content was understandable							
Appropriate time was scheduled to cover topic							
Encouraged participation							
Discussion was valuable							
Presentation was stimulating							
Format was suitable for the material dealt with							
Topic needs further attention at this workshop							

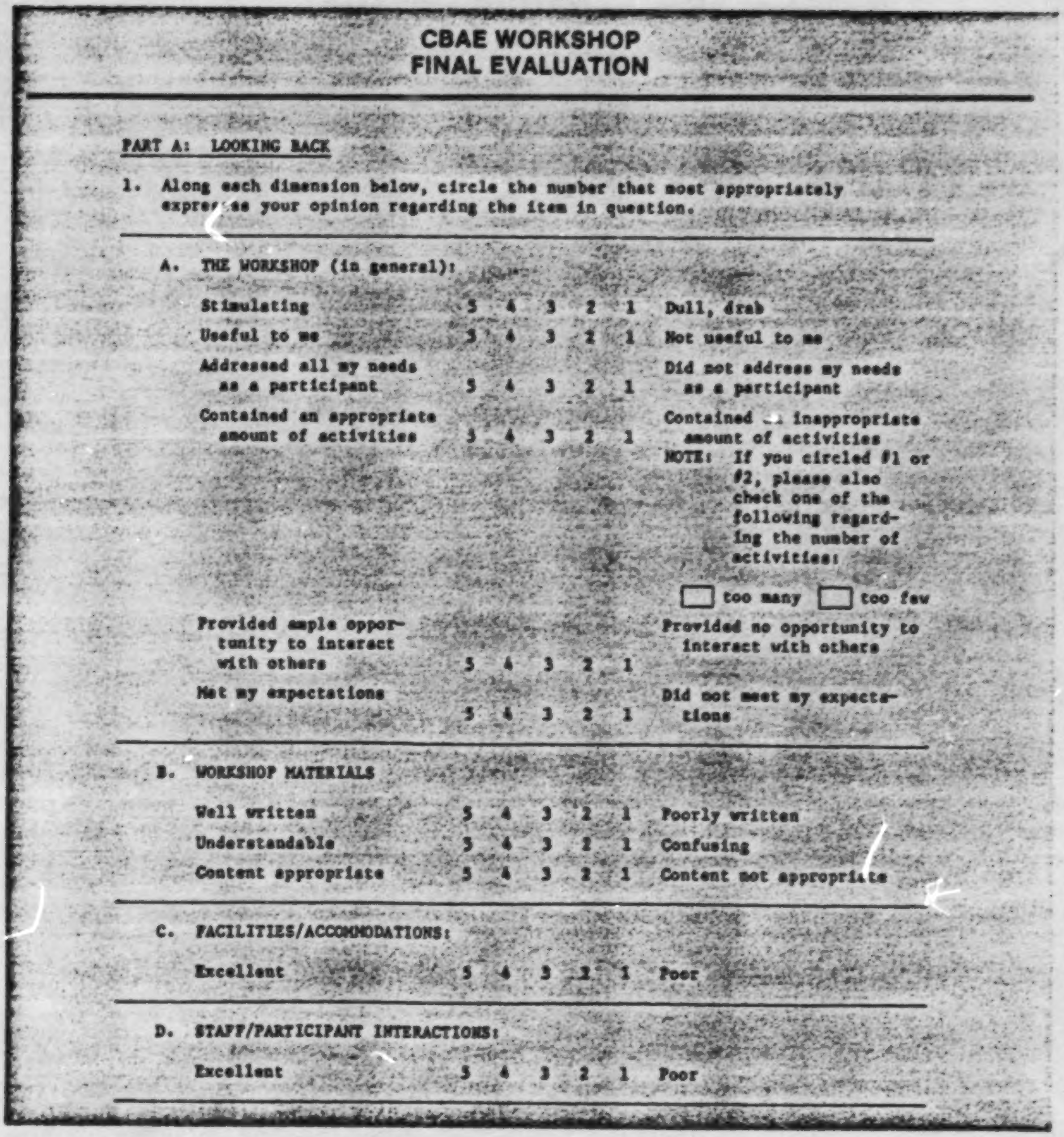
DIRECTIONS

Briefly indicate what you felt to be the strengths and weaknesses of today's activities and your recommendations. Include comments regarding any aspects of specific activities, facilities, accommodations, the total program, etc.

Strengths	Weaknesses

General Comments and Recommendations

SAMPLE 7



CBAE WORKSHOP
FINAL EVALUATION

PART A: LOOKING BACK

1. Along each dimension below, circle the number that most appropriately expresses your opinion regarding the item in question.

A. THE WORKSHOP (in general):

Stimulating	5	4	3	2	1	Dull, drab
Useful to me	5	4	3	2	1	Not useful to me
Addressed all my needs as a participant	5	4	3	2	1	Did not address my needs as a participant
Contained an appropriate amount of activities	5	4	3	2	1	Contained an inappropriate amount of activities NOTE: If you circled #1 or #2, please also check one of the following regarding the number of activities: ☐ too many ☐ too few
Provided ample opportunity to interact with others	5	4	3	2	1	Provided no opportunity to interact with others
Met my expectations	5	4	3	2	1	Did not meet my expectations

B. WORKSHOP MATERIALS

Well written	5	4	3	2	1	Poorly written
Understandable	5	4	3	2	1	Confusing
Content appropriate	5	4	3	2	1	Content not appropriate

C. FACILITIES/ACCOMMODATIONS:

Excellent	5	4	3	2	1	Poor

D. STAFF/PARTICIPANT INTERACTIONS:

Excellent	5	4	3	2	1	Poor

2. Most valuable aspect(s) of the workshop:

3. Least useful aspect(s) of the workshop:

PART B: LOOKING AHEAD

4. How could this workshop have been improved?

5. What kinds of additional assistance from the workshop staff do you need or desire?

6. What particular ideas or issues related to the workshop would you especially like to pursue further?

7. GENERAL COMMENTS AND RECOMMENDATIONS:

____
Name (optional)

SAMPLE 8

INSERVICE EDUCATION CRITERIA

Decision Making

1. Decision-making processes are based on cooperation between all major interest groups, that is, school district, college/university, and teacher organization.
2. Decisions are made by the people who are affected, and the decisions are made as close as possible to the situation where they will be operative.
3. The cooperation of major interest groups is based on a concept of parity for each party.
4. Explicit procedures exist to assure fairness in decision making.
5. There are policies (e.g., in a collective-bargaining agreement) related to inservice education.
6. Inservice education programs are institutionalized.

Relationship to the Program of the School

7. Inservice education is directly related to curriculum development.
8. Inservice education is directly related to instructional improvement.
9. Inservice education is based on the needs of students.
10. Inservice education is based on the needs of teachers.
11. Inservice education is based on the needs of the school program.
12. Inservice education is a part of a teacher's regular teaching load.
13. The techniques and methods used in inservice education are consistent with fundamental principles of good teaching and learning.
14. Research/evaluation is an integral part of inservice education.
15. All those who participate in inservice education are engaged in both learning and teaching.

Resources

16. Time is available during regular instructional hours for inservice education.
17. Adequate personnel are available from the school district and college/university for inservice education.
18. Adequate materials are available.
19. Inservice education makes use of community resources.
20. Funds for inservice education are provided by the local school district.
21. Inservice education is paid for by state funds provided for that purpose.

Commitment to Teacher Education

22. Professional growth is seen as a continuum from preservice preparation through career-long professional development.
23. The inservice education program reflects the many different ways that professionals grow.
24. The inservice education program addresses the many different roles and responsibilities that a teacher must assume.
25. Inservice education is related to research and development.
26. The respective strengths of the school district, the college/university, the teacher organization, and the community are used in the inservice education program.
27. Internship and student teaching experiences are used for analysis and study in the inservice education program.
28. Inservice education is available to all professional and nonprofessional personnel.

Rewards

29. There is a reward system for teachers, administrators, and college/university personnel who engage in inservice education programs.

SOURCE: Roy A. Edelfelt, Inservice Education: Criteria for Local Programs (Bellingham, WA: Western Washington State College, 1976), pp. 5-17.

Evaluation is an ongoing process. In every case, the purposes of this process should be carefully delineated, the instruments designed accordingly, and the results drawn upon in an attempt to create and recreate a staff development program that is attuned to the professional growth needs of staff members in your institution.

The Administrator's Role in Staff Development

As an administrator responsible for a staff development program, your role is central to the program's legitimacy and viability. Staff development will not occur unless you create an organizational environment conducive to growth. The entire organization must be such that it supports and encourages the development of staff. In other words, you must create an environment in which change is possible before you attempt to foster change through staff development activities.

In general, your responsibility is chiefly that of a facilitator; it is your job to (1) obtain institutional support, (2) appoint program personnel, (3) provide financial resources, (4) provide time, (5) provide facilities, (6) establish incentives, and (7) demonstrate support. The way in which you carry out these functions will determine, to a great extent, the nature of staff development in your institution.

Depending upon your particular situation, you may or may not be directly involved in all aspects of the program. But whether your involvement is direct or indirect, your attitudes about staff development will influence the staff's perceptions of the program's purpose. For example, if staff members feel that the information they provide concerning their professional development needs will be used by you to make employment decisions, then they may be threatened by the very idea of staff development. Conversely, if you demonstrate through your actions that such needs assessment data is not, in fact, a tool for performance evaluation, then the staff will be more likely to perceive the program in a positive way. Further, it is generally agreed that, if you treat staff development as a significant priority and not as an accessory, then the staff members will be more inclined to attribute significance to the program.

Obtaining Institutional Support

Obtaining "institutional support" involves acquiring support for the staff development program from both upper-level administrators and the board of trustees or the board of education. If the administrators in your institution have not already demonstrated their belief that staff development is a significant priority, then you will need to solicit their commitment to the program. Otherwise, the chances for the program's success are likely to be diminished.

Just as administrative commitment is an important factor in the success of the staff development program, so is the commitment of the institution's governing body, e.g., the board of trustees or board of education. In some instances, staff development may already be designated as an institutionwide concern and funds stipulated in support of staff development. In other instances, however, the importance of staff development may not be recognized or may only be given lip service.

In these circumstances, it is your responsibility to initiate the process required to build a case for staff development in your institution. Admittedly, it is not always easy to convince governing boards of the significance of staff development, especially during periods when funds are at a premium. However, it has been noted that, when faced with developing increasingly tight budgets, some boards reevaluate the priorities in favor of staff development, recognizing that "the teaching staff is the largest single capital investment made . . ." and that "faculty development is worthwhile if it helps to avoid lapses into routine and a faculty that is self-satisfied and increasingly parochial."[5]

Whatever the board's view is in your situation, your case for staff development will be strengthened if you (1) provide a sound rationale for staff development (taking into account those factors previously mentioned in this information sheet), (2) emphasize the relationship between the goals of the staff development program and the goals of the institution, and (3) present evidence of the staff's expressed needs and desire to participate. As the staff development program develops, the governing board should be given information regarding program processes and outcomes.

Appointing Program Personnel

Appointing the staff development coordinator. It is widely recommended that primary responsibility for the staff development program reside (1) with a staff development coordinator (full-time or part-time) in conjunction with a staff development advisory committee, or (2) soley with an advisory committee. Realistically, the decision whether to appoint a coordinator, either part-time or full-time, is usually based upon the amount of funds available for the staff development program. Despite the cost involved, an increasing number of coordinator's positions are being created, especially in two-year postsecondary institutions.

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[5] Roger Garrison, "A Mini-Manual on In-Service," Community and Junior College Journal. 45 (June/July 1975): 18-20.

One caution you ought to keep in mind concerns assigning a full-time staff member to work 50 percent time as staff development coordinator. Although it sounds like a good idea, it is an unfortunate truth that two 50 percent assignments tend to turn into two 100 percent work loads. It is also unfortunately true that it is the staff development functions that tend to get the short shrift in such cases. Thus, if at all possible, it is preferable to ensure a full commitment to staff development by the appointment of a full-time coordinator.

Appointing the advisory committee. A fundamental requirement for the success of a staff development program is the involvement of the staff members themselves. From the beginning, it must be clear to the staff that the program is their program--a program that they will design according to their needs. The advisory committee for the staff development program is the medium through which the staff's needs are identified and the corresponding activities are implemented.

If a staff development coordinator is employed, then he/she has primary responsibility for the program, with the assistance and continuing involvement of the advisory committee. If a staff development coordinator is not hired, then the advisory committee has sole responsibility for designing, implementing, and evaluating the program. In this situation, the chairperson of the committee may serve as the committee's liaison with the administration.

The staff development advisory committee, of which you are an ex officio member, should be composed of people who are "where the action is." It should include staff members who represent the wide range of "types" involved with the institution:

- Experienced instructors
- Novice instructors
- Part-time instructors
- Union and/or faculty association representatives
- Staff members from the support services (e.g., counselors)
- Clerical personnel
- Instructional supervisors (e.g., departmental chairpersons)

- Administrators
- Appropriate individuals from outside the institution (e.g., representatives of teacher-education institutions in the area, state certification personnel, and state department personnel development staff)

The individuals whom you appoint to the committee should not only be representative of the groups indicated, but they should also be persons who have the confidence and respect of their colleagues. They should be opinion leaders among the groups they represent. After all, you will be depending upon them to articulate the needs of the staff and to assist you in establishing a broad base of support for staff development.

Appointments of the committee members should be made official through "letters of appointment." Public recognition should also be given to the committee and its members.

Providing Financial Resources

Adequate funding is essential if a staff development program is to have a meaningful impact within the institution. Monies for staff development should be an established item in the budget rather than an item that is added only when monies are "left over" from other categories. One way to secure equal consideration of your staff development fund requests is to make sure that they are (1) submitted at the same time that all other items of the annual budget are being proposed and deliberated upon, and (2) prepared in the proper format.

The amount of money that you request to support an effective program is based on many factors. When preparing your request, you should estimate costs in such categories as fees and travel expenses for consultants, released time or additional assignment pay for current staff, payment for substitutes, tuition reimbursement or assistance for participants, conference registration fees and travel, printing of promotional materials, and rental of movies, filmstrips, and other audiovisual materials.

Most important of all, your budget request should clearly show what the results or benefits of the program are expected to be. In that way, those who make budget decisions are in a good position to appreciate the value of your proposal in terms of its costs, or compared to the value of other programs competing for the same limited funds.

It is also prudent to scale your requests in proportion to the expected size of the program or its stage of development. In the beginning, when the staff development program is acquiring "followers" among the staff, too much money is as "dangerous" as too little. If the allocated amount is unspent, then the result may be a reduced allocation for the succeeding year. And as the program becomes more established and attracts an increasing number of participants, a greater amount of money will be necessary to sustain the program's operation. At that point, if the essential funds are not budgeted, staff members are likely to become skeptical of the "real" priority that has been assigned to staff development.[6]

Providing Time

The provision of time for staff development may be one of the most crucial in terms of the ultimate ability of the program to succeed. Typically, staff development has been a lay-on--something teachers are expected to complete on their own time. Teachers take courses at night, on weekends, in the summer. They attend institutional workshops on professional days. Occasionally, they may have an opportunity to take time off from their classroom responsibilities to attend a special conference or workshop, but this is rare.

There is a great deal of strong feeling in the field that staff development must be part of the working day. Granted, a good deal of this strong feeling is being generated by teacher-advocate groups such as the National Education Association (NEA) and the American Federation of Teachers (AFT). However, there is a sound, rational basis for this position. If staff development is treated as separate from the teaching process, it will never become a program of continual growth. It will remain a piecemeal effort--something that occurs outside of the school and the school day, with little perceived relationship to the real work at hand.

Thus, you need to try to provide time for sharing, interaction, experimentation, and growth as part of the working day. And, if at all possible, you need to provide the support (funds, substitutes, and so on) that will allow staff to participate during working hours in more substantive staff development activities such as workshops and conferences. This has been accomplished in some institutions by using some of the following techniques:

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[6] Jim Hammons et al., Staff Development in the Commmunity College: A Handbook (Los Angeles, CA: University of California, ERIC Clearinghouse for Junior Colleges, 1978), p. 19.

- Having students in school four days a week, with the fifth day devoted to staff development activities, instructional planning, and the like
- Employing permanent rotating substitutes
- Dismissing students early on a periodic basis
- Using community volunteers or aides to provide the teachers with time for growth
- Paying teachers to participate in staff development activities on Saturday
- Conducting district-supported summer sessions
- Conducting planned professional days periodically
- Conducting faculty retreats

Providing Facilities

Another of your administrative responsibilities is to provide appropriate facilities for the staff members' professional development activities.

In addition to ensuring the staff's access to appropriate facilities for the variety of activities that will occur (e.g., workshops, seminars, and "brown-bag" sharing sessions), it is important that you provide a room, or several rooms, as a learning resources center for staff. As the physical facility that is associated with the staff development program, the center should be attractively furnished and should be equipped with work tables, individual carrels, audiovisual equipment, and a "conversation corner" with comfortable furniture. The center should contain educational periodicals, individualized staff development learning packages, cassette tapes, and filmstrips appropriate to the professional needs and interests identified by staff.

Establishing Incentives

The issue of motivating staff members to participate in staff development activities is one of the most difficult issues for the administrator to address. The following two factors are generally recognized with regard to incentives for professional growth:

- A variety of incentives should be incorporated into the staff development program, since individuals are motivated in different ways. What serves as an incentive for one person may not be an incentive for another.

- Regardless of the number and kind of incentives you offer, not all staff members will participate. To assume otherwise is to engender frustration.

Sadly, according to the literature, one of the strongest incentives for participation in the past has been to accumulate sufficient credit hours to rise out of the role of teacher and into the role of administrator or counselor or college professor. This is, at least in part, due to the fact that there is little done in the way of rewarding teachers via increased salaries for excellence in teaching. Salary increments are tied primarily to years of service, regardless of one's abilities or efforts in the classroom. Thus, the only means of promotion is to leave the profession. This negates the goal of helping staff to grow within their roles.

It remains true, however, that some of the strongest incentives have been extrinsic: the availability of tuition reimbursement at the state university; the need to obtain permanent certification; the desire to be awarded tenure; the wish to accumulate sufficient courses, staff development credits, or "growth points" in order to reach the next salary level; and so on. This focus on extrinsic incentives has probably been necessary since, according to the literature, the staff development programs have been nonresponsive to staff needs and desires. When staff don't know why they should give up precious time to attend some vague, one-shot workshop, the carrot offered must be strong.

But your staff members are professionals and, if treated as such, will probably respond to a wide range of intrinsic incentives. If the program is theirs--if they feel it is theirs--then other incentives will serve to motivate their participation, e.g.:

- Opportunities for leadership in-house
- Status as a master teacher
- Professional pride (As a result of a successful, innovative staff development project, one of the following "rewards" might be forthcoming: having a journal article or research paper published, having the school selected as a demonstration site, having other teachers adopt the techniques or materials developed as part of staff development efforts, or being asked to make a presentation at a professional conference concerning the project.)
- Student success; increased student progress
- Faculty development grants

Demonstrating Continuing Support

After you have set the staff development program in motion, your continued support is still required. For the staff, your behavior remains indicative of the significance you ascribe to staff development. Your commitment to the concept of professional growth and to its importance in your institution can be demonstrated by (1) your open encouragement of individual staff members toward achievement of their staff development objectives, (2) your recognition of staff members' accomplishments, and (3) your participation in various staff development activities.

Optional Activity

For additional information regarding the implementation of a staff development program, specifically at the postsecondary level, you may wish to read Hammons, Smith Wallace, and Watts, Staff Development in the Community College: A Handbook. This reference contains useful suggestions concerning organizational patterns for staff development programs, needs assessment, and evaluation. In addition, the handbook includes an extensive bibliography of resources regarding staff development.

For additional information on how organizational development, the change process, and the principles of adult learning relate to staff development, you may wish to read Dillon-Peterson, ed., Staff Development/Organization Development. This is an excellent text, with articles by leaders in the area of staff development on such topics as the following:

- Staff development/organization development
- Staff development--change in the individual
- Designing effective staff development programs
- Evaluating staff development

Each of the chapters in this text is followed by an extensive bibliography, which should also be useful should you desire to pursue these topics in greater depth.

Information concerning emerging theories of adult learning is provided in Knowles, The Adult Learner: A Neglected Species, Second Edition. Chapters in this text include various aspects of adult learning, including the application of theories of learning and teaching to human resource development. Extensive appendices and a bibliography are also included.

If you are interested in learning more about the change process, you may wish to read Rogers, Diffusion of Innovations, a classic in the field.

Optional Activity

You may wish to arrange through your resource person to interview a staff development coordinator at the secondary or postsecondary level. You could ask him/her to describe his/her role in implementing the staff development program. In addition, you could inquire about the role of the staff development advisory committee, the types of staff development activities offered in the program, budgeting requirements, program promotion, and program evaluation. You may also wish to secure copies of workshop agendas, professional development plan formats, staff development newsletters, evaluation instruments, and so on.

Activity

The following items check your comprehension of the material in the information sheet, "Providing a Staff Development Program," pp. 9-48. Each of the six items requires a short essay-type response. Please respond fully, but briefly, to each item.

SELF-CHECK

1. You are asked to present the case for funding a staff development program to your board. What reasons will you give to justify the need for staff development?

2. As a vocational administrator, your role in your institution's staff development program will influence the degree to which the program is successful. Briefly describe the essential functions you should perform to increase the program's effectiveness.

3. You have decided to hire a staff development coordinator. Ideally, what are the qualifications that the successful applicant would possess? List those qualifications and characteristics of the person you would select as the "ideal" staff development coordinator.

4. Three years ago, Megan Dougherty, a doctoral student who was completing an internship at your institution, conducted a staff development needs assessment there. The data was never used. Now, several members of the advisory committee are suggesting that this set of data be used as a basis for designing a staff development program. They maintain that using this information would save a lot of time and effort. The chairperson of the committee asks you to express your opinion of this proposal.

5. Explain the purpose of a professional growth plan from the perspective of a staff member and from the perspective of a staff development coordinator or the staff member's supervisor.

6. Explain the purposes of conducting both formative and summative evaluations of a staff development program.

Feedback

Compare your written responses on the "Self-Check" with the "Model Answers" given below. Your answers need not exactly duplicate the model responses; however, you should have covered the same *major* points.

MODEL ANSWERS

1. In presenting your case for funding a staff development program, you should have emphasized the following points:

   The purpose of a staff development program is to improve the quality of instructional and support services offered to students in order to increase the *students'* level of achievement. The idea is that if instructors improve their teaching skills, then students will be able to learn more effectively.

   Faculty members have a number of professional development needs, including the following:

   - Beginning and advanced teaching skills
   - Current technical expertise
   - A knowledge of how to use new instructional technologies
   - An awareness of the needs of special students, including ethnic minorities, women, the physically handicapped, and a knowledge of techniques to meet these needs
   - A knowledge of methods for reinforcing students' basic skills

   Unless instructors have opportunities for professional renewal, they will rely on the same methods they have always used and will cease to examine the effectiveness or relevance of these methods. Instructors themselves need to be challenged by fresh approaches that may increase their professional expertise and bring new vitality to the teaching-learning process.

   Because each educational institution is held increasingly accountable to the taxpayers for the way it spends their money, the institution must constantly be concerned about productivity. By developing the resources already inherent in staff, the institution's resources can be used more effectively.

2. As an administrator, your role is that of a facilitator for the staff development program. Your description of this role should have included an explanation of the following seven functions:

   - Obtaining the board's endorsement of the staff development program--It is your responsibility to explain to the board the need for a staff development program in your institution and to secure the board's commitment through the allocation of financial resources to support the program.
   - Appointing program personnel--You will need to select the staff who will be responsible for designing and implementing the staff development program, including a staff development coordinator and/or a staff development advisory committee.
   - Providing financial resources--Your responsibility is to ensure that monies for staff development are a "regular" item in the budget and are provided in proportion to existing demands.
   - Providing time--It is important that staff have the time to participate in available activities. Ideally, this should be time within the normal workday--at least in part. Growth should be viewed as a worthwhile work activity, not something done exclusively after hours.
   - Providing facilities--You should see that staff members have adequate facilities for their professional development activities, including a learning resources center.
   - Establishing incentives--Because individuals are motivated in different ways, a variety of incentives should be provided to motivate staff members' involvement in the staff development program (e.g., leaves of absence, "growth points," released time, and leadership opportunities).
   - Demonstrating continuing support--You must consistently provide evidence of your commitment to the staff development program by participating in its activities and by encouraging staff members in their selected efforts toward professional growth.

3. Your list of qualifications and characteristics should reflect the following attributes:

   - A commitment to professional development
   - Successful experiences as a teacher
   - An ability to establish rapport with staff members

- Excellent communication skills
- Competence in group leadership
- Skills required in the education of adults
- Change process skills

4. Your response to the advisory committee's suggestion should call attention to the following concerns:

   The data collected three years ago does not reflect the current needs of staff members in the institution.

   Because Dougherty conducted the needs assessment independently, without the consideration and ideas of other staff members, the needs identified may not reflect competencies that are actually required by part-time and full-time staff members.

5. From the perspective of the staff member, the professional growth plan is a medium for outlining his/her personal objectives for staff development. The plan represents a commitment to the concept of professional growth and provides a written document to which he/she can refer throughout the year. The plan also serves as a basis for the staff member's requests for staff development resources from the staff development coordinator or from his/her supervisor.

   From the perspective of the staff development coordinator, or the supervisor, the professional growth plan documents the staff member's concern for professional growth. The plan also provides a basis for the following:

   - Discussing, confidentially, the staff member's professional growth needs
   - Determining the resources required to address those needs through a variety of staff development strategies
   - Discovering which needs staff members have in common and deciding whether these needs should be met through individual or group activities

6. Formative evaluations are "process" evaluations. Such evaluations are conducted to ascertain which elements of the staff development program could be improved and in what way they could be improved. Formative evaluations are conducted throughout the staff development program. For example, you may observe a workshop in progress to determine how the participants are reacting to the consultant, or you may talk informally with participants to find out how they feel about the activity.

Summative evaluations are conducted to assess the overall results of the staff development program. The specific purposes of a summative evaluation will depend upon your reasons for evaluating the program (e.g., you may decide to direct the summative evaluation toward discovering whether the total program was cost-effective in a given year). Or you may be primarily concerned with whether the program fulfilled the objectives set by the advisory committee. In addition to assessing overall results, summative evaluations are also focused on a general assessment of program activities with regard to facilities, scheduling, strengths and weaknesses, and the like.

Level of Performance: Your completed "Self-Check" should have covered the same major points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, "Providing a Staff Development Program," pp. 9-48, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

Enabling Objective

Given case studies describing how two administrators provided for staff development programs, critique the performance or stated views of those administrators.

Activity

You will be reading the "Case Studies," pp. 61-63, and critiquing the performance or stated views of the administrators described.

Feedback

You will be evaluating your competency in critiquing the administrators' performance in or stated views toward providing for staff development programs by comparing your completed critiques with the "Model Critiques," pp. 65-67.

Activity

The following "Case Studies" describe how two administrators addressed the task of providing a staff development program. Read the case studies and critique in writing the performance or stated views of the administrators described: what did they do correctly, what did they do incorrectly, and what should they have done instead.

CASE STUDIES

Case Study 1:

Mr. Jacobs had just been appointed as an administrator at a technical college. In determining his priorities for the first year, he decided that, since the school has never had an organized staff development program, he should establish one. Even now, several years later, Jacobs remembered that when he was an instructor he benefited a great deal from staff development activities.

First, Mr. Jacobs spoke to the college president, Dr. Parnell, who assured him that funds could be made available for staff development. In fact, the president agreed to allow Mr. Jacobs to appear at the next board meeting to make a formal request for staff development monies. After hearing Mr. Jacobs' enthusiastic and well-founded presentation regarding the merits of staff development, and after listening to Dr. Parnell's endorsement of Jacobs' concerns, the board allocated a substantial amount of money to establish a staff development program. Mr. Jacobs was surprised at how easy it had been to acquire the funds.

Quite encouraged, Mr. Jacobs called together the department chairpersons and asked them to recommend individuals to serve on the Staff Development Advisory Committee. Wanting the program to be successful, the chairpersons recommended their best staff members, including full- and part-time instructors from each occupational area, some of whom had been teaching for a number of years and others of whom were less experienced. Mr. Jacobs was extremely pleased that all of the instructors who were recommended were eager to serve on the committee. Even though none of these persons had had any previous experience in planning a staff development program, Mr. Jacobs was confident they would use good judgment in designing the program.

Mr. Jacobs called a meeting of the committee and assured them of his support. He also drew attention to the fact that the necessary funds were available for consultants, facilities, and other resources. Right away, the members of the committee decided to learn all they could about the topics of current concern to occupational instructors. The members agreed that this staff development program would address matters of real significance. They not only read professional journals and studied recent legislation regarding sex fairness and education for the handicapped, but they also talked with some of their colleagues about the staff development program and asked them what their interests were. Several persons on the committee were experimenting with new techniques in individualized instruction, and the committee decided to select that as a topic for a workshop.

Within six months after the committee had been appointed, they had made arrangements for three workshops: one on techniques of individualized instruction, one on the special needs of women enrolled in nontraditional occupational programs, and one on techniques for teaching the physically handicapped. Well-known consultants were employed to conduct each workshop. In each case, the workshops were scheduled without conflicts and were well-publicized through the staff development newsletters, flyers, and announcements at various faculty meetings.

However, to the committee's chagrin, few staff members attended the workshops. At the committee meeting following the third workshop, the members expressed their discouragement and wondered what could possibly have gone wrong. They had worked hard to make the workshops a real "drawing card" for the staff development program. "Well, back to the welding booth," sighed one of the members. Thinking that he knew the probable cause for the lack of the staff's enthusiasm, Mr. Jacobs looked at each of the members and prepared to speak.

Case Study 2:

Joan Cameron, the director of vocational education for a large urban school district, has been asked to speak to graduate students in a seminar entitled "Vocational Education Personnel Development." The topic of Ms. Cameron's address is "The Administrator's Role in Staff Development." The following remarks are taken from her presentation:

> Too often, those of us who are administrators assume that if we have competent dedicated staff members, staff development will "happen" automatically. Sometimes we forget that we have certain responsibilities in facilitating and maintaining an ongoing staff development program. For example, we should allocate funds for professional development activities, appoint specific personnel to coordinate the

staff development program, provide instructional materials and facilities, maintain institutional support, and demonstrate our own support of staff development.

Based on the experiences I have had in the administration of staff development programs, I think that one of the most important functions of an administrator is to demonstrate support of the program. That's why I've made it a point to be present at as many workshops and professional meetings as possible. And I make sure that I recognize the professional development efforts of my staff, including their completion of certification requirements. Certainly, you need to budget monies for staff development, provide facilities, and recommend consultants. But your visible involvement and interest in the staff's professional development activities contributes a great deal in creating a successful staff development program.

In our district, we have at least four inservice workshops each year. Workshops are the best method for staff development. The main advantage of a workshop is that it's a group activity. All the teachers have the opportunity to get together and share their ideas. Because this sort of "sharing" is so important, I insist that the teachers attend these workshops. In our district, participation in the staff development program is mandatory.

Feedback

Compare your completed written critiques of the "Case Studies" with the "Model Critiques" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL CRITIQUES

Case Study 1:

Mr. Jacobs apparently had a clear understanding of the significance of staff development. He also realized the importance of obtaining the support of the president and the board. And, since Mr. Jacobs was new to the institution and not yet acquainted with staff members, it was appropriate that he ask the department chairpersons to recommend staff members to serve on the staff development advisory committee. But, it was at this point in the process that Mr. Jacobs made the first of several critical errors.

First, Mr. Jacobs failed to apprise the chairpersons of the criteria for selecting committee members. For example, he did not tell them that the committee should include members of the support staff, clerical personnel, department chairpersons, and appropriate representatives from outside the institution (e.g., state department personnel development staff, teacher educators, and the like). A comprehensive staff development program requires the involvement of representatives from each of these areas.

In addition, it appears that Mr. Jacobs did not make it clear to the chairpersons that staff members whom they recommended should be attuned to the staff development needs expressed by their colleagues and be "opinion leaders" in the groups they represented. It seems that the chairpersons recommended their "best" instructors and that these instructors were not necessarily those who were in touch with the attitudes and concerns of their peers. While it is admirable, in a sense, that the committee members were zealous in their pursuit of topics that were of "professional significance," they erred by defining these topics primarily according to the literature rather than by eliciting their colleagues' identification of topics which were significant to them. In this respect, it is no wonder that the workshops were poorly attended.

The approach used by the committee members signals a second error on Mr. Jacobs' part: he neglected to "follow through" with the advisory committee after the first meeting. Because he had a great deal of confidence in their abilities, he left them to carry on the process. Since the committee members were inexperienced in the procedures involved in staff development, they did not gather data concerning the staff's perceived needs. Thus, they had no rational basis for planning workshops that would be relevant to the staff. It's true that the committee selected significant topics for the workshops, but the staff members themselves obviously did not perceive these topics as having particular meaning for them.

The committee was told that funds were available for consultants, so it is logical that they selected well-known consultants to conduct each workshop. Mr. Jacobs should have explained the value of using in-house consultants to this committee. The persons experimenting with new techniques in individualized instruction, for example, might have a great deal to offer to colleagues. Using in-house experts can increase the program's credibility and usefulness, and Mr. Jacobs should not have ignored this.

Mr. Jacobs certainly provided the committee with the financial resources required to implement a staff development program. Unfortunately, however, he did not give them the information and guidance that they should have had. Not that he should have been overbearing, by any means. However, he should have identified their early procedural errors and diplomatically drawn their attention to the fundamental value of planning staff development activities on the basis of the individual and group needs of staff, not just on the basis of emerging national concerns and innovations.

Case Study 2:

Generally, Ms. Cameron, appears to be "on target," so to speak, in her views regarding the role of an administrator in facilitating staff development. According to her presentation, Ms. Cameron believes that the administrator is responsible for allocating funds, appointing program personnel, providing resources and facilities, maintaining institutional support, and encouraging staff members in their pursuit of professional development activities.

However, other than recognizing the professional development efforts of her staff, Ms. Cameron has apparently overlooked the value of providing incentives for staff development. Perhaps, from her perspective, there's no need for incentives since teachers are required to participate in the staff development program. While the issue of mandatory participation is a controversial one, it is generally recognized that forcing teachers to participate in professional development activities is not very effective.

As adults, teachers "learn best" when they are allowed to determine their own learning needs and select their own learning activities. Consequently, the administrator must determine how staff members can be motivated to participate on a voluntary basis. And because individuals are motivated in different ways, it is necessary to provide a variety of incentives for professional development, including released time, "growth points" to be accumulated for salary increases, and faculty development grants.

Ms. Cameron has emphasized that "workshops are the best method for staff development" because they provide opportunities for teachers to exchange information. While it is important to provide some group activities as part of a staff development program, it is also essential to offer a variety of strategies in order to meet the diverse needs of the staff. For example, teachers can also benefit from highly individualized programs that employ modularized materials. Such programs can be designed to suit each teacher's specific staff development needs. In addition, teachers should have opportunities to attend professional meetings, participate in exchanges with business and industry, and enroll in appropriate college or university courses.

Level of Performance: Your completed written critique should have covered the same major points as the "Model Critique." If you missed some points or have questions about any additional points you made, review the material in the information sheet, "Providing a Staff Development Program," pp. 9-48, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE

Terminal Objective

While working in an actual administrative situation, provide a staff development program.*

Activity

As part of your administrative duties, provide a staff development program. This will include--

- obtaining institutional support
- appointing program personnel
- providing financial resources
- providing time
- providing facilities
- establishing incentives
- demonstrating continuing support of the program
- guiding the implementation of the program

NOTE: As you fulfill each of the above responsibilities, document your activities (in writing, on tape, through a log) for assessment purposes.

continued

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*If you are not currently working in an actual administrative situation, this learning experience may be deferred, with the approval of your resource person, until you have access to an actual administrative situation.

FINAL EXPERIENCE continued

Feedback

Arrange to have your resource person review your documentation. If possible, arrange to have your resource person observe your performance at a point when you are directly involved in the process (e.g., meeting with higher-level administrators to secure institutional funding).

Your total competency will be assessed by your resource person, using the "Administrator Performance Assessment Form," pp. 71-74.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in providing a staff development program.

Name ______________________

Date ______________________

ADMINISTRATOR PERFORMANCE ASSESSMENT FORM

Provide a Staff Development Program

Directions: Indicate the level of the administrator's accomplishment by placing an X in the appropriate column under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A column.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In obtaining institutional support, the administrator:						
1. obtained support for the staff development program from higher-level administrators..............	☐	☐	☐	☐	☐	☐
2. obtained support and funding for the staff development program from the board....................	☐	☐	☐	☐	☐	☐
In appointing program personnel, the administrator:						
3. selected a staff development coordinator, if appropriate, who possessed the appropriate characteristics and skills, including:						
a. teaching skills...............	☐	☐	☐	☐	☐	☐
b. human relationships skills....	☐	☐	☐	☐	☐	☐
c. commitment to staff development........................	☐	☐	☐	☐	☐	☐

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
d. change process skills.........	☐	☐	☐	☐	☐	☐
e. adult education skills........	☐	☐	☐	☐	☐	☐
4. appointed a staff development advisory committee that is representative of all groups for whom the program is designed......	☐	☐	☐	☐	☐	☐
In providing financial resources, the administrator:						
5. budgeted sufficient funds for the staff development program.........	☐	☐	☐	☐	☐	☐
In providing time, the administrator:						
6. provided at least some time for sharing, interaction, experimentation, and growth as part of the normal working day............	☐	☐	☐	☐	☐	☐
7. supported staff participation in activities outside working hours..	☐	☐	☐	☐	☐	☐
In providing facilities, the administrator:						
8. set aside space to house staff development instructional resources and audiovisual equipment.............................	☐	☐	☐	☐	☐	☐
9. set aside space for instructors to work individually and in small groups...........................	☐	☐	☐	☐	☐	☐
10. ensured the staff's access to appropriate facilities for staff development activities............	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
In establishing incentives to motivate staff members to participate, the administrator:						
11. provided a variety of incentives for participation.................	☐	☐	☐	☐	☐	☐
In demonstrating continued support of the staff development program, the administrator:						
12. ensured adequate leadership.......	☐	☐	☐	☐	☐	☐
13. monitored the procedures and processes involved in implementing the staff development program.	☐	☐	☐	☐	☐	☐
14. openly encouraged staff members toward achievement of their staff development objectives............	☐	☐	☐	☐	☐	☐
15. recognized staff members' accomplishments in staff development...	☐	☐	☐	☐	☐	☐
16. participated in various staff development activities............	☐	☐	☐	☐	☐	☐
In guiding the implementation of the staff development program, the administrator:						
17. encouraged the development and use of individual professional development plans.................	☐	☐	☐	☐	☐	☐
18. encouraged the use of a variety of individual and group instructional strategies.................	☐	☐	☐	☐	☐	☐
19. ensured that strategies met the needs of staff in a variety of areas, including:						
a. improvement of teaching methods and techniques........	☐	☐	☐	☐	☐	☐

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
b. development of specific technical skills and competencies........................	☐	☐	☐	☐	☐	☐
c. increased understanding of the needs of special students........................	☐	☐	☐	☐	☐	☐
d. knowledge of new developments in instructional technology...	☐	☐	☐	☐	☐	☐
e. knowledge of methods for reinforcing students' basic skills........................	☐	☐	☐	☐	☐	☐
20. encouraged the use of a variety of training options, including:						
a. use of outside experts........	☐	☐	☐	☐	☐	☐
b. major use of in-house experts.	☐	☐	☐	☐	☐	☐
c. use of teacher centers........	☐	☐	☐	☐	☐	☐
d. use of collaborative efforts..	☐	☐	☐	☐	☐	☐
21. helped to publicize and promote the program.......................	☐	☐	☐	☐	☐	☐
22. encouraged the formative and summative evaluation of the program..	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the administrator and resource person should meet to determine what additional activities the administrator needs to complete in order to reach competency in the weak area(s).

ADDITIONAL RECOMMENDED REFERENCES

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Davis, Larry Nolan, and McCallon, Earl. Planning, Conducting, and Evaluating Workshops. Fourth Edition. Austin, TX: Learning Concepts, 1976.

Edelfelt, Roy A., ed. Inservice Education: Demonstrating Local Programs. Bellingham, WA: Western Washington University, 1978.

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Hite, Herbert, and Howey, Kenneth R. Planning Inservice Teacher Education: Promising Alternatives. Washington, DC: The American Association of Colleges for Teacher Education and the ERIC Clearinghouse on Teacher Education, 1977.

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Lieberman, Ann, and Miller, Lynne, eds. Staff Development: New Demands, New Realities, New Perspectives. New York, NY: Columbia University, Teachers College Press, 1979.

Marks, Sir James R.; Stoops, Emery; and King-Stoops, Joyce. Handbook of Educational Supervision: A Guide for the Practitioner. Second Edition. Boston, MA: Allyn & Bacon, 1978.

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O'Banion, Terry, ed. Developing Staff Potential. San Francisco, CA: Jossey-Bass, 1977.

Parsons, Michael H., ed. Using Part-time Faculty Effectively. San Francisco, CA: Jossey-Bass, 1980.

Rubin, Louis, ed. The In-service Education of Teachers. Boston, MA: Allyn & Bacon, 1978.

Waterman, Floyd T. et al. Designing Short-Term Instructional Programs. Washington, DC: Association of Teacher Educators, 1979.

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